



EFFECTIVENESS OF LIFE SKILL TRAINING OF 'TRAINING PROGRAMME' ON SELF-EFFICACY OF TEACHER TRAINEES AT B.ED. LEVEL – A PILOT STUDY

Amit Hemant Mishal

Ph.D. Student (Research Scholar), Gokhale Education Society's, College of Education & Research, Parel, Mumbai, (Maharashtra), India.

ABSTRACT

Researcher developed a 'life skill training programme' for pre-service teacher trainees to provide life skill training to them. Researcher conducted a pilot study and have attempted to study the effectiveness of the 'life skill training' of the 'training programme' on 'self-efficacy of teacher trainees' at B.Ed. level. Researcher conducted the experiment, provided treatment to the experimental group, collected data to measure the effect of the training of the formulated training program on self-efficacy and have presented the findings of the same. The findings of the study revealed that the life skill training of 'training programme' was effective on self-efficacy of teacher trainees at B.Ed. level.

KEY WORDS: Self-efficacy, Life skills, Life Skill Training, B.Ed., Teacher Trainees, Life Skill Training programme (training programme).

Introduction:

In order to succeed, people need a sense of self-efficacy, to struggle together with resilience to meet the inevitable obstacles and inequalities in life. – Albert Bandura

Self-efficacy is one of the most significant ability like self-esteem and adjustment not present, at same rate, among all the individuals, though these abilities may be present in every individual at some level. Self-esteem, self-efficacy and adjustment like abilities make the person rise higher and higher in personal and professional life. Most of the successful people do possess these abilities at high level, whereas weak and mostly unsuccessful show poor presence of these abilities in them. Self-efficacy is not innate, hence if one wants to improve and magnify one's self-efficacy, either a person have to develop himself or herself or gain from every day experiences or other way, one has to undergo training which would develop or else better word 'enhance' life skills for better self-efficacy.

Every common man, professionals, students in day to day life come across situations or experience, in their personal and professional life, where they are unable to cope stress, cope anger, easily empathise, make appropriate decisions, solve problems, effectively communication with people around, form strong interpersonal bonds and manage time. Due to this, they are unable to excel, grow, prosper, achieve success, due to lack of these life skills, and if they would have had (possessed) it would help to improve and enhance their self-efficacy, self-esteem and adjustment and make them successful.

Researcher, an teacher educator tried to understand the mental health of teacher trainees – undergoing B.Ed. programme and found great need of providing 'life skill training' with specially designed 'training programme' for self-esteem, self-efficacy and adjustment. Teacher trainees enrolling themselves for the teacher training programme, do need to possess high self-esteem, self-efficacy and adjustment as:

- They are future teachers, who will be shouldering responsibility of making 'Effective future citizens'
- Have to manage every day, to complete the teacher training course, managing family responsibilities, adjusting (personal, social, mental, psychological adjustments (and marital adjustment in case of married students) at individual and social level as teacher training course being a full-time course – though earlier it was one year and year 2015 onwards a two year course.
- Many pursue dual degrees (Another course apart from B.Ed.) so that after B.Ed. they have additional qualification whereas even some trainees do provide coaching at coaching classes or take home tuitions as a part of part time job and have to struggle every day to do their best.

Due to this, everyday the teacher trainees have to struggle to complete, everyday tasks along with B.Ed. programme with great efficacy, and hence there is need of development of life skills for improving self-esteem, self-efficacy and adjustment which may include self-awareness, effective communication skills, interpersonal relationships, time management, coping stress, managing emotions, creative thinking, critical thinking, empathy and few others.

Every day, every individual is competing, adjusting, struggling in this competitive world for survival, peace, success, prosperity and healthy future, at personal and professional level. No man on the earth is free from problems or situations where they need not need any life skills. Researcher feels all the youth, adults and the senior citizens all need life skills for better life. Students, professional are no exception to it. Nowadays, even if one study's 'a small kindergarten child', one can easily identify his or her need of providing training on everyday basic livelihood skills and life skills. Like other students, undergoing any educational programme or other professional courses, teacher trainees undergoing B.Ed. programme also, need special programme for them, in order to train them in life skills, which would further enhance their self-efficacy, self-esteem, adjustment like abilities. Researcher designed the life skill programme as per the social setting for the teacher trainees with aim of enhancement of self-esteem, self-efficacy and adjustment and measured effectiveness of the 'life skill training' of 'training programme' on self-efficacy ability.

Researcher has designed a special life skill training programme for providing life skill training to teacher trainees, with effective training for life skills like self-awareness, empathy, coping with emotions, coping with stress, creative thinking, critical thinking, time management. Researcher developed this programme for prospective teachers, as they being future professionals, need to be provided such life skills training, as alone B.Ed. curriculum may provide training for soft skills, hard skills, professional training but not in totality cannot provide life skill for better self-efficacy for the teacher trainees. Further, studied the effectiveness of the 'life skill training' of 'training programme' on 'self-efficacy' of teacher trainees.

Need of the Study: It has been found that B.Ed. curriculum has been designed, modified and revised over years, at regular intervals with sole aim and objective of developing effective teaching skills at the fullest among the teacher trainees. But how much of this course is able to develop the personality of the teacher trainees, and if it develops then how much do the B.Ed. programme help in improving self-esteem, self-efficacy and adjustment of these teacher trainees.

Researcher have found lack of self-efficacy in the new entrants in B.Ed. course same like school going students. Researcher have witnessed lack of will power, self-confidence, I will do – ability in these new B.Ed. entrants. Even many leave the course half way, as unable to balance between academic tasks and family responsibilities. Even many leave course halfway at times due to financial problems, poor problem solving ability, weak thinking abilities, poor decision making abilities. Many a times, lack of stress management, lack of anger management, lack of ability to cope emotions is seen in these teacher trainees. Many show absenteeism, irregularity, many are unsuccessful at times or if successful then obtain poor grades / scores in the B.Ed. programme. Many even show lack of participation at times in every day activities of the curriculum. Many are unable to accept true feedback given on their performance in the practicum tasks.

Hence, researcher felt a need to develop a special 'training programme' to impart 'life skill training' explicitly for teacher trainees, to measure effectiveness of 'life skill training' on 'self-efficacy' in the teacher trainees. Researcher, conducted a pilot study and have presented the findings of the effect of life skill training of training programme developed on self-efficacy of teacher trainees at B.Ed. level.

Significance of the Study: This study will be helpful for new entrants to teacher training programme (B.Ed./D.Ed.) May be of significance to entrants to M.Ed./E.C.C.Ed. programme. Life skill training through such training programme will be helpful in developing life skills which in turn would raise/enhance and improve self-efficacy of learners, if training for life skills is given by programmes like one developed by researcher. With certain modification in the training / training programme, researcher is of view, that it may be helpful to in-service teachers too. It will be helpful to teacher educators, principals of schools and colleges and other organisations too, if programme or life skill training is modified and used as per the requirement to provide life skill training to enhance self-efficacy.

Review of Related Literature: Many studies were reviewed in order to study and understand the literature related to the title under study. Review done was very useful for the researcher to go ahead with the research work.

Statement of the Problem: The study is entitled as 'Effectiveness of Life Skill Training of Training Programme on Self-Efficacy of Teacher Trainees at B.Ed. Level – Pilot Study'.

Aims of the Study:

- To develop a training programme (life skill training programme) for life skill training of B.Ed. teacher trainees.
- To study the effectiveness of life skill training of training programme on self-efficacy of teacher trainees at B.Ed. Level.

Objectives of the Study:

- To compare the pre-test scores of experimental group and control group on Self-Efficacy of teacher trainees.
- To compare the post-test scores of experimental group and control group on Self-Efficacy of teacher trainees.
- To compare the pre-test scores and post-test scores of experimental group on Self-Efficacy of teacher trainees.
- To compare the pre-test scores and post-test scores of control group on Self-Efficacy of teacher trainees.

Scope/Delimitations of the Study:

- The study was delimited to sample of 80.
- The study was restricted to teacher trainees.
- The study was restricted to B.Ed. teacher trainees of the colleges affiliated to University of Mumbai.
- Restricted to B.Ed. teacher trainees only. It excluded E.C.C.Ed/D.Ed./M.Ed.
- The study was limited to teacher trainees of regular B.Ed. programme and excluded teacher trainees of Special B.Ed. programme. Even excluded B.Ed. teacher trainees pursuing B.Ed. (distance education).

Defining the terms:

- Effectiveness:** Means the capability of producing a desired result. Here the effectiveness would be measured by measuring the effect of life skill training of training programme designed on the variable (self-efficacy). Effectiveness of the life skill training here is the measurement of enhancement in the self-efficacy, due to life skill training (intervention/treatment) provided through activities and sessions conducted for them as a part of the training programme.
- Self-Efficacy:** A person's belief about his or her ability and capacity to accomplish a task or to deal with the challenges of life.
- Life Skill Training:** Life skill training in the following study meant training the B.Ed. teachers for life skills with aim of enhancing self-efficacy.
- B.Ed.:** A Bachelor of Education (B.Ed.) is an undergraduate professional degree (teacher training pre-service programme, specially designed for prospective teachers) which prepares students for work as a teacher in schools, though in some countries additional work must be done in order for the student to be fully qualified to teach.
- Teacher Trainees:** Prospective teachers enrolled and those wish to undergo pre-service teacher training course.

Variables in the Study:

In the present study, the researcher has taken following variables:

Dependent Variable: Self-Efficacy of teacher trainees

Independent Variable: Life Skill Training of training programme

Hypotheses of the Research:

The study was based on the following hypothesis:

- There is no significant difference in the pre-test scores of experimental group and control group on self-efficacy of teacher trainees.
- There is no significant difference in the post-test scores of experimental group and control group on self-efficacy of teacher trainees.
- There is no significant difference in the pre-test scores and post-test scores of experimental group on self-efficacy of teacher trainees.
- There is no significant difference in the pre-test scores and post-test scores of control group on self-efficacy of teacher trainees.

Methodology of the study:

The present study is developmental cum experimental. In the present study, in view the effectiveness of 'life skill training' of 'training programme' on Self-Efficacy was to be assessed, hence the experimental method seemed more suitable and hence was used by the researcher. For the present study, Pre-test Post-test Control Group design was employed.

Research Procedure:

Pre-test (Self-Efficacy tool- General Self-Efficacy Scale) was administered to both the groups. Experimental group was subjected to life skill training by providing intervention (treatment) through specially developed training programme. After the treatment, post-test was administered to both the groups – Experimental group and Control group. The effectiveness was determined through administration of pre-test and post-test as mentioned. Descriptive as well as inferential analysis was done. Microsoft excel analysis tool pack was used for data analysis.

Sampling: 80 Teacher Trainees from the B.Ed.-Teacher Training College (which easily granted the permission to conduct the research – randomly approached) was selected as the research was experimental (randomly colleges were approached). Samples were assigned to two groups randomly after pre-test. 40 in Experimental group and 40 in control group.

Tools used in the Study:

To determine the effectiveness of the programme 'General Self-Efficacy Scale' was utilized on advice of experts for the above study.

Data Analysis:

The data collected was analysed using central tendencies (Range, Mean, Mode and Standard Deviation) for descriptive analysis and t-test for inferential analysis.

Descriptive Analysis:

The mean scores, median values of the post-test of the experimental group is relatively higher when compared to the control group. The value of standard deviation for experimental group is 3.04 and for control group is 3.62 at pre-test whereas the value of standard deviation for experimental group is 2.37 and control group is 3.51 at post-test. This shows that both the groups deviate from the mean. The values of the mean, median, mode are very rarely the same for each pre-test/post-test. This supports the representativeness of the sample.

The kurtosis of the experimental group on post-test and control group on pre-test was found to be greater than 0.263 for normal curve. Hence the distribution is platykurtic. Whereas kurtosis of the rest is less than 0.263 hence distribution is leptokurtic. The distribution curve is negatively skewed. Thus, the sample selected is representative of the population.

Inferential Analysis (Testing of Hypothesis):

Null Hypothesis 1: There is no significant difference in the pre-test scores of experimental group and control group on self-efficacy of teacher trainees.

The calculated 't' value is 0.03. The t-test value obtained is not significant at 0.05 level since the calculated 't' value 0.03 is less than the table value 1.99 at 0.05 level. This indicates that there is no significant difference between the means of the pre-test scores of students in experimental group and control groups. Hence the null hypothesis is accepted.

The mean pre-test scores of both experimental group and control group are nearly the same. Therefore, statistically there was not a difference in the mean score of students in self-efficacy. The analysis of descriptive statistics and inferential statistics of the pre-test scores of the experimental group and control group indicates that there is no significant difference between the pre-test scores of experimental group and control group at 0.05 level. The above observation made clear that the two groups did not differ significantly in their self-efficacy level. There is strong evidence ($t = 0.03, p > 0.05$) to interpret that before subjecting to the life skill training of training programme, the two groups were equivalent with reference to self-efficacy ability.

Null Hypothesis 2: There is no significant difference in the post-test scores of experimental group and control group on self-efficacy of teacher trainees.

The calculated 't' value is 17.90. The t-test value obtained is significant at 0.05 level since the calculated 't' value 17.90 is more than the table value 1.99 at 0.05 level. This indicates that there is a significant difference between the means of the post - test scores of students in experimental group and control groups. Hence the null hypothesis is rejected.

The mean post-test scores of both experimental group and control group are different. Therefore, statistically there was a difference in the mean score of students in self-efficacy. The analysis of descriptive statistics and inferential statistics of the post-test scores of the experimental group and control group indicates that there is a significant difference between the post-test scores of experimental group and control group at 0.05 level. The above observation made clear that the two groups differ significantly in their self-efficacy level. There is strong evidence ($t = 17.90$, $p < 0.05$) to interpret that after subjecting to the life skill training, the two groups were not equivalent with reference to self-efficacy ability. This must have been possible by effective life skill training of training programme intervention and active co-operation by the subjects participated.

Null Hypothesis 3: There is no significant difference in the pre-test scores and post-test scores of experimental group on self-efficacy of teacher trainees.

The calculated 't' value is 21.39. The t-test value obtained is significant at 0.05 level since the calculated 't' value 21.39 is more than the table value 2.02 at 0.05 level. This indicates that there is a significant difference between the means of the pre- test scores and post –test scores of students in experimental group. Hence the null hypothesis is rejected.

The mean pre-test scores and post-test scores of experimental group are different. Therefore, statistically there was a difference in the mean score of students in self-efficacy. The analysis of descriptive statistics and inferential statistics of the pre-test and post-test scores of the experimental group indicates that there is a significant difference between the pre-test and post-test scores of experimental group at 0.05 level. The above observation made clear that the two groups differ significantly in their self-efficacy level. There is strong evidence ($t = 17.90$, $p < 0.05$) to interpret that after subjecting to the life skill training, subjects in experimental group had significantly increased their self-efficacy scores compared to control group. This must have been possible by effective life skill training of training programme intervention and active co-operation by the subjects participated.

Null Hypothesis 4: There is no significant difference in the pre-test scores and post-test scores of control group on self-efficacy of teacher trainees.

The calculated 't' value is 3.58. The t-test value obtained is significant at 0.05 level since the calculated 't' value 3.58 is more by chance than the table value 2.02 at 0.05 level. This indicates that there is a significant difference between the means of the pre-test and post- test scores of students in control group. Hence the null hypothesis is rejected.

The mean pre-test and post-test scores of control group are slightly different. Therefore, statistically there was a difference in the mean score of students in self-efficacy. The analysis of descriptive statistics and inferential statistics of the pre-test and post-test scores of the control group indicates that there is a significant difference between the pre-test and post-test scores of control group at 0.05 level. The above observation made clear that the two groups slightly differ significantly in their self-efficacy level. There is an evidence ($t = 3.58$, $p < 0.05$) to interpret that subjects in group still had significantly increased their self-efficacy scores. There was a minimal increase in post-test scores of control group. But not as high as increase in scores in experimental group. All these could be possible by socialization, B.Ed. curriculum regular programme, industry experience (practice schools), or other personal factors of subjects in the group everyday life experiences and society experiences.

Effect size of the Treatment: Effect size of the treatment was estimated by using wolf's formula. The effect size of treatment on adjustment is 3.41 which means there is maximum effect size, large effect of treatment on adjustment. The magnitude of the effect of the treatment in enhancing adjustment of teacher trainees is maximum.

Findings of the Study:

1. There is no significant difference in the pre-test scores of experimental group and control group on self-efficacy of teacher trainees.
2. There is a significant difference in the post-test scores of experimental group and control group on self-efficacy of teacher trainees.
3. There is a significant difference in the pre-test scores and post-test scores of experimental group on self-efficacy of teacher trainees.
4. There is a significant difference in the pre-test scores and post-test scores of control group on self-efficacy of teacher trainees.
5. There was effect of life skill training of training programme on adjustment. The magnitude of the effect of the treatment in enhancing adjustment of

teacher trainees is maximum.

Discussion and Conclusion:

There was a significant difference in the pre-test scores and post-test mean scores of the experimental group in self-efficacy of teacher trainees at B.Ed. level, which showed how effective the life skill training of training programme was in enhancing the self-efficacy. Moreover, significant difference was also found in the pre-test scores and post-test mean scores of the control group in self-efficacy of teacher trainees at B.Ed. level. The reason for this could be socialization, B.Ed. curriculum regular programme, industry experience (practice schools) or other personal factors of subjects in the group everyday life experiences and society experiences.

From the above study it can be concluded that life skill training of 'training programme' developed is effective on self-efficacy of teacher trainees at B.Ed. level and would raise the self-efficacy of the would be teacher trainees.

Considering the effectiveness of life skill training of the training programme on 'self-efficacy' and results of the other studies, which are in accordance with the present study, implementing such trainings in the teacher training institutes, in similar way, with a variation as per the need, is highly recommended.

REFERENCES:

1. Bahceci, D and Kuru, M. (2008). The effect of portfolio assessment on university students' self-efficacy and life skills. *Journal of Kirsehir Education Faculty*, 9(1), pp. 97-111.
2. Iyer, C.H. (2015). Developing Life Skills for economic progress. *Tactful Management Research Journal*, pp.120-124.
3. Mishal .A. (2016). A Study of Effectiveness of Life Skill Training of Training Programme on Self-Esteem of Teacher Trainees at B.Ed. Level – Pilot Study. *The International Journal of Research in Teacher Education*, 7(2), pp. 9-17.
4. Mishal .A. (2015). A study of presence of life skills in the freshly graduated youth. *Tactful Management Research Journal*, pp107-111.
5. More, U. (2013). Development of Life Skill Education programme for would be teachers. *Journal on divergent thinking*, 1(2), pp. 108-112.
6. Muafi, Hartati and Gusaptono, (2010). The role of Life Skills Training on Self-Efficacy, Self-Esteem, Life Interest, and Role Behavior for Unemployed Youth. *Global Journal of Management and Business Research*, 10(1).
7. Pandya .S. (2013). Developing Life Skills in Drop-outs: An Experiment. *Journal on divergent thinking*, 1(2), pp20
8. S. Xavier Alphonse S J (2016). Teaching of Life Skills and Transformation of India, *University News*, 54(05), pp.191-193.
9. Zankar V and Pandya S. (2016). Human rights in teaching practices. India: Partridge Publishing.